

THE LAW

FILL-IN ACTIVITY



Least Restrictive Environment

"To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are **educated with children who are not disabled** and special classes, separate schooling or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of **supplementary aids and services** cannot be achieved satisfactorily."

IDEA sec. 612 (5)(A)

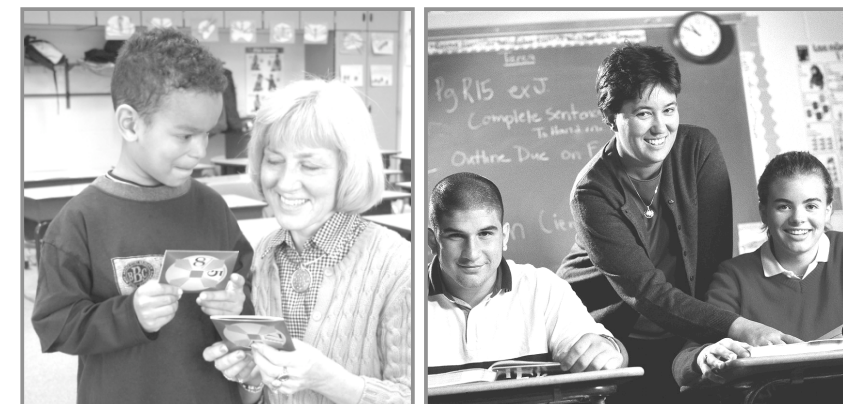
IDEA on Placement

(b) The child's placement -(1) Is determined annually; (2) Is based on the child's IEP; and (3) Is as close as possible to **the child's home**;

(c) Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that **he or she would attend if not disabled**;

(d) In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that her or she needs; and

(e) A child with a disability is not removed from education in age appropriate regular classrooms solely because of needed modifications in **the general education curriculum**[§300.116]



IDEA on IEP's

The IEP for each child with a disability includes "A statement of the special education and related services and supplementary aids and services, **based on peer-reviewed research to the extent practicable**, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child to ...attain annual goals, be involved in and **make progress in the general education curriculum**.... To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section; [§300.320(4)].



IDEA on Supplementary Aids and Services

The term 'supplementary aids and services' means aids, services, and other supports that are provided in **regular education classes** and other education-related settings, and in **extracurricular** and nonacademic settings, to enable children with disabilities to be educated with **non-disabled children** to the **maximum extent appropriate** [§300.42]

Unlike related services, no list of services is provided, but.....



**Mainstreaming
Inclusion
Full Inclusion**

Rate High/Medium/Low

(High means something that my school really needs to work on)



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- Diversity is valued and celebrated



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- The principal plays an active and supportive leadership role



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- Diversity is valued and celebrated
- The principal plays an active and supportive leadership role
- All students work towards the same educational outcomes based on high standards



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- There is a sense of community in which everyone belongs, is accepted and is supported by his or her peers and other members of the school community



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- Research-based effective instructional strategies are used, and natural support networks are fostered across students and staff



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- There is access to necessary technology and physical modifications and accommodations



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- There are new forms of accountability
- There is access to necessary technology and physical modifications and accommodations
- Parents are embraced as equal partners



Is our school really inclusive?

- Curriculum (e.g., adaptations in curriculum to meet the needs of all students)
- Instructional methods (e.g., more explicit instruction)
- Classroom organization (e.g., schedule of the school day is changed)
- Teacher and administrator beliefs about teaching and learning (e.g., curriculum should be adapted to meet the needs of students rather than expecting students to march through a set curriculum)
- School organization (e.g., schedule of the school day is changed)

From Inclusive Schools in Action Making Differences Ordinary pg. 140

Action Step I: VISION

- All=EACH & EVERY
- Stop asking: Does this student belong?
- Instead: How can we include this student?

What can we learn from the research?

- There is NO compelling body of evidence that says that heterogeneous well-taught classrooms cannot produce the same or better achievement for ALL.
- There is NO compelling body of evidence that grouping, tracking, separating produces high levels of achievement for ALL.

New Important Data

(Cosier, 2009)

- In looking at thousands of students across hundreds of districts
- Amount of time an individual student spends in general education relates directly to the individual student's achievement
- When controlling for race and SES
- Across all types of disabilities....

The more time in general education, the higher the achievement!!!

Least Dangerous Assumption

Least Dangerous assumption states that in the absence of absolute evidence, it is essential to make the assumption that, if proven to be false, would be least dangerous to the individual.

--Anne Donnellan

Presumption of Competence

- Approaching each student(even those without language) as thinking people with ideas about their lives.
- Give the student the benefit of the doubt, then look hard for the evidence.

-- Doug Biklen

Creating a Climate of Belonging



Turning Lead into Gold

A Child who is judged to be:

A Child can also be considered:

Learning Disabled

Hyperactive

Dyslexic

Aggressive

Plodding

Lazy

Immature

Phobic

Scattered

Daydreaming

Irritable

Perseverative

Learning differently

Kinesthetic

A spatial learner

Assertive

Thorough

Relaxed

Late Blooming

Cautious

Divergent

Imaginative

Sensitive

Persistent

Source: Armstrong, 1987 “In there own way”



Temple Grandin

“I might be different but I am not less.”

Inclusion Activity

- What it is
- What is isn't